

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Kenny Harris

Official School Name: West Hardin Elementary

School Mailing Address:
25105 Highway 69 South
Adamsville, TN 38310-4251

County: Hardin State School Code Number*: 0067

Telephone: (731) 632-0413 Fax: (731) 632-0253

Web site/URL: whes.hardin.k12tn.net/ E-mail: harrisk2@k12tn.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. John Thomas

District Name: Hardin County Schools Tel: (731) 925-3943

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Long

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 8 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 7875

Average State Per Pupil Expenditure: 8345

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 9 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	10	20	7			0
K	25	16	41	8			0
1	14	23	37	9			0
2	10	12	22	10			0
3	16	15	31	11			0
4	23	19	42	12			0
5	21	17	38	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				231

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ 6 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 94 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1.	231
(5)	Total transferred students in row (3) divided by total students in row (4).	0.091
(6)	Amount in row (5) multiplied by 100.	9.091

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 168

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>9</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>32</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	95%	95%	95%	95%
Daily teacher attendance	97%	95%	97%	96%	95%
Teacher turnover rate	10%	5%	5%	14%	0%

Please provide all explanations below.

West Hardin's attendance rate in 2007-2008 was 94%, but exceeded the state's goal of 93%.

Our teacher turnover rate for 2004-2005 was 14% after three of our teachers left their positions that year. One teacher was transferred to an elementary school nearer to her home, one retired from teaching, and another resigned due to health problems. All three of these positions were filled for the 2004-2005 school year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

West Hardin is an elementary school formed by the consolidation of several community schools. The school is in good condition, and there is no plan to replace this facility within five years. However, as part of a district-wide building plan, WHES should receive significant facility improvements within that time. We are a school-wide Title I PreK-5 school. The vision of West Hardin Elementary is to enable all students to reach their maximum academic potential and to empower all students to become life-long learners.

West Hardin took the initiative in Hardin County by applying for the 21st Century Community Learning Program Grant to fund both an After-School Program and extended school year program beginning with the 2007-08 school year. Because of West Hardin's leadership, two other additional economically disadvantaged elementary schools in our county are benefiting from this program as well. We are in our second year of this successful program, which targets tutoring and enrichment activities for our at-risk students. However, all WHES students are welcome to participate in the program. A PreK class at West Hardin was implemented in 2007-08 to assist preschool children in the transition to the local elementary school program and improve readiness skills.

West Hardin Elementary is a Safe School. NCLB results for 2008 reveal that WHES met AYP and is in Good Standing. In 2008, West Hardin Elementary received special recognition from the Education Consumers Foundation as being in the top 20% of elementary schools in Tennessee in raising the achievement of its students as measured by the Tennessee Value-Added Assessment System. WHES made all "A's" and "B's" on the TDOE Report Card on achievement and value-added scores in both 2007 and 2008.

The full-time faculty consists of fourteen classroom teachers, one resource teacher, one Title I replacement teacher, a librarian, and a principal. The part-time faculty includes an art teacher, a guidance counselor, a music teacher, a speech teacher, and two physical education instructors. The support staff consists of a secretary, four instructional aides, one aide/custodian, one custodian, one food service clerk/custodian/bookkeeper and four cafeteria workers.

The student-to-teacher ratio is approximately fifteen to one (excluding part-time staff). There is a total of 317 years of experience among WHES full-time faculty. The average years of experience is 17. Sixty-eight percent of the faculty has eleven or more years of experience. None of the faculty is teaching outside of his/her area of certification. All of the teachers are Highly Qualified.

The 2008 Report Card specifies that the student population numbered 216 students in grades K-5. There were 204 Caucasian students, 10 African American students, 1 Hispanic student, and one Native American/Alaskan. There were 115 female students and 101 male students. Economically disadvantaged students comprised 77% of our school population. Our attendance rate for 2008 was 94%. Our promotion rate for 2007-08 was 97%. No students were suspended out of school during the 2007-08 year. For the year 2007-08, twenty-six students were identified as Special Education, which was 11 % of the school population.

The West Hardin community population is rural and numbers approximately 3,466. The median household income is \$21,727. West Hardin Elementary School is dedicated to the philosophy that parent involvement is integral to the success of each student. A parent involvement coordinator schedules parent involvement initiatives throughout the school year. WHES has an active PTO (Parent-Teacher Organization). The PTO is a support organization, which is vital to the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Based on Tennessee Comprehensive Assessment Program (TCAP) test data, West Hardin Elementary has made significant gains from being designated as Targeted Assistance in 2003 to being in the top 20% of elementary schools in Tennessee in raising the achievement of its students as measured by the Tennessee Value-Added Assessment System (TVAAS) in 2008. Since 2004, West Hardin Elementary School has made Adequate Yearly Progress (AYP) and has been designated as a school of Good Standing.

One hundred percent of all West Hardin third, fourth, and fifth grade students were tested during the past five years. The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. In 2004, five performance levels were reported to the school leadership for each grade level. Partial Proficiency was considered to be levels one, two, and three. The fourth level was Proficient; the fifth level was Advanced. It was expected that students would progress to the higher levels as they progressed in grade levels. Therefore, one would expect more Advanced students in fifth grade than in third grade. Since 2005, only three performance levels have been reported. The Below Proficient level demonstrates a lack of understanding of the essential concepts and skills of the content area. The Proficient level demonstrates general understanding of the essential concepts and skills of the content area while the Advanced level demonstrates application of complex concepts and skills of the content area.

In 2008, West Hardin exceeded the NCLB Benchmark in both Reading/Language and Mathematics. In Reading/Language, the students surpassed the goal of 89% with a 94% proficiency rate. In Mathematics, students exceeded the goal of 86% with a 93% proficiency rate. The percentage of Proficient plus the percentage of Advanced has increased or remained stable at all grade levels in both Reading/Language and Math. In 2008, 100% of the fifth grade students scored Proficient and Advanced in the area of Reading/Language while 98% of third grade students were Proficient and Advanced. In addition, there has been a steady increase of Advanced students in both content areas. Fourth grade students have increased in the Advanced category in Reading/Language from 16% in 2005 to 49% in 2008. Fifth grade students also increased in the same areas from 39% to 64%.

Since West Hardin does not have a large school population, there are not enough members at each grade level in most subgroups for reporting purposes. The subgroup of Economically Disadvantaged, as indicated on the data table, shows a high level of proficiency in both content areas at all grade levels. A major accomplishment in 2008 was the 100% proficiency rate of Economically Disadvantaged fifth grade students in Reading/Language with 63% scoring Advanced. Respectively, third and fourth grade students had 96% and 85% proficiency in the same subgroup. In the area of Math, the proficiency rates of 92% in third grade, 81% in fourth grade, and 97% in fifth grade were reported for Economically Disadvantaged in 2008. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area.

Also not included in the table was Students with Disabilities which was reported only in 2006 and 2007 with school wide totals only. There was, however, a substantial increase in proficiency in this subgroup from 30% to 61% in Reading/Language during those two years.

Additional state assessment results for West Hardin Elementary School may be found at <http://state.tn.us/education/reportcard/index.shtml>.

2. Using Assessment Results:

West Hardin utilizes a variety of assessment data to guide the development of our TSIP's (Tennessee School Improvement Plan's) goals and action steps. Based on DIBELS assessment data, teachers provide flexible small group reading instruction through scientifically researched-based practices to meet the needs of all K-5 students. SuccessMaker assessment data provides teachers with each student's grade level performance in reading and math by reporting the student's strengths and weaknesses throughout the year. The classroom teacher is given each student's SuccessMaker results at set intervals during the school year, but can obtain them at any time by request.

ThinkLink assessments are administered three times per year and also provide teachers with current data in reading and math. ThinkLink reports indicate advanced, proficient, or non-proficient scores in these areas and allow teachers to focus on specific subtopics for remediation. The S.T.A.R (Standardized Testing and Assessing in Reading) test is given three times per year to aide teachers in assessing vocabulary and comprehension growth throughout the school year.

As soon as current TCAP scores become available, we analyze them and use them to create or revise our four target goals for the year and instructional strategies we will use to meet them. We also analyze Report Card results, Writing Assessment results, and other academic data as it becomes available throughout the year. In fact, our TSIP clearly states at which monthly meetings each type of data will be reviewed based on when it becomes available. All of this information is used to identify specific areas of weakness and improvements made from the previous school year. It is also used to target specific skills for remediation through classroom instruction, small group teaching, and after-school tutoring.

3. Communicating Assessment Results:

West Hardin's teachers send report cards to parents at the end of each nine-week grading period. Parents are sent progress reports halfway through each grading period, and parents are invited to attend a parent/teacher conference during the first and third nine weeks. Parents and teachers may also schedule private conferences at any time during the year. During these conferences, parents and teachers discuss students' progress and/or needs.

After each grading period, honor roll students and those with perfect attendance are honored before the student body, and their names are published in the local paper. Our community reporter includes student successes in her newspaper column almost every week.

West Hardin publishes a monthly newsletter that is sent home with each student. Folders containing notes from teacher to parent are sent home weekly, and, in some cases, daily. Parents receive TCAP and Writing Assessment results for their students, and they are notified if their students are not doing well on their DIBELS tests.

A bulletin board just inside the main entrance of our building displays articles from our local paper that feature the accomplishments of students, classes, and/or teachers or staff. Our librarian uses the hallways and local newspaper to post and frequently update those students who are excelling in reading. Our website contains school information for all visitors to see. Our newspaper publishes general test results. After a recent report card that contained all A's and one B, a banner proclaiming our success was placed near the highway in front of our school for all passersby to see.

4. Sharing Success:

West Hardin communicates its successes to our school system and community in a variety of ways. Our community newspaper, in particular our local Crump column, regularly features stories and photographs of

our successful students, faculty, and staff. The January 29, 2009, edition of *The Courier* recognized West Hardin Elementary School on the front page as one of six schools in the state to be nominated as a Blue Ribbon School. Our PTO placed a half-page notice of congratulations in a February issue of *The Courier*. Also, on February 2, 2009, the Hardin County Board of Education honored West Hardin Elementary with a plaque and special recognition for being nominated as a Blue Ribbon School. Hardin County Mayor Kevin Davis sent us a letter of congratulations and certificate of recognition. The Tennessee Department of Education informed Tennessee public schools of our nomination in its January 2009 edition of *Apple Bites* as well as on its state website.

Other ways in which we communicate our success include our school website, which is used to communicate newsworthy events from our school, our PTO, and our Parent Involvement Committee, which hosts a free hot dog supper in August of each school year to celebrate our successes from the previous year.

Furthermore, we attend system-wide in-service days throughout the school year. On these in-service days we are encouraged to share successful strategies and ideas from our school with other classroom teachers from the same grade level. Our Curriculum Facilitator works with our school as well as another elementary school. One of her duties is to help us share our ideas, information, resources, and successes with her other school. She also works closely with the curriculum facilitators of our other county schools, which helps us to communicate our successes to all of our peers.

If given the honor as a Blue Ribbon School, we will happily share our application information with other schools nominated for this great honor. We will also share our School Improvement Plan as a means of sharing our successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

West Hardin's curriculum is derived from Tennessee State Standards. The teachers teach all of the standards, but emphasize those indicated by the Blueprint for Learning. All teachers are provided with a working copy of the Blueprint. Our Curriculum Facilitator monitors each copy every nine weeks to see that we are checking and dating each standard as it is taught.

We use a variety of research-based strategies to teach reading. Our county has recently adopted the Harcourt Trophies reading basal, which includes brain-based research strategies and is correlated to the Tennessee State Standards. Our PreKindergarten uses the Let's Begin with the Letter People curriculum. We also use computer programs such as SuccessMaker, Reader's Workshop, and Reading Readiness to reinforce the foundational reading standards found in all grade levels. West Hardin is not a Reading First school, but we implement numerous Reading First strategies into our instruction. Teachers also provide small group instruction with flexible grouping based on the students' needs as determined by DIBELS, Star Reading, or Think Link assessments. West Hardin's support staff offers reading intervention classes for those students who score below proficient on these assessments. If a student still does not meet the expectations of the Tennessee Comprehensive Assessment Program, he can be referred to before/after-school tutoring, or both.

The Harcourt Trophies basal also has a language arts/spelling program integrated into it. This program stresses writing and is well-aligned with our state standards. We are also provided with McGraw-Hill language arts textbooks and Houghton-Mifflin spelling textbooks to supplement our reading basal.

West Hardin has adopted the Saxon math program to teach math standards set forth by the State. This program uses differentiated instruction as well as manipulatives to reach all different styles of learners. In addition, Saxon Math lessons teach students to be problem solvers and incorporate many hands-on activities.

Also based on State standards, our Science curriculum is subdivided into life science, earth science, and physical science at all grade levels. We have adopted McGraw-Hill as our main resource and supplement it with a variety of other sources, such as the internet and computer programs. The Social Studies curriculum is divided into area of culture; economics; geography; governance and civics; history; and individuals, groups and interactions. Our textbook is from Harcourt Brace. We supplement with The US Studies Weekly and the Coach workbooks in grades 3-5.

Tennessee students are required to have 90 minutes of physical activity per week. The regular classroom teachers have all had training in the Take 10 curriculum, which integrates movements and motion into classroom lessons. We meet and exceed the state guidelines for physical activity.

West Hardin offers visual and performing arts via its music and art classes. Our students create and perform programs for their parents and other guests during the year.

Our curriculum is enhanced with our After-School Program two hours each day, Monday through Thursday. During the first hour, students are tutored and/or complete homework with the help of a classroom teacher. During the second hour, students are involved in enrichment activities such as drama, computers, learning games, PE, and art.

The SuccessMaker Program in our computer lab has an initial placement motion that automatically locates each student's starting level and then presents appropriate instruction. This program has a tutorial intervention that employs a variety of instructional strategies when a student has difficulty with a certain skill. It also has

automatic retention checks that activate at intervals to ensure retention of previously presented skills. All students work at their own level and pace.

2a. (Elementary Schools) Reading:

The reading curriculum of West Hardin is aligned with the state academic standards. The Harcourt Trophies basal reading program was adopted by the county because it is closely aligned with the Tennessee State Standards, is research-based, provides opportunities for differentiated instruction, and offers numerous online resources to enhance instruction in all grades.

In addition, West Hardin teachers use Reading First strategies recommended by the Tennessee Reading Panel in order to provide flexible, small group instruction based on DIBELS Assessments and offer differentiated learning opportunities designed to address the needs of all learners. The five components of reading instruction are addressed in the reading program and guide the development of student reading.

West Hardin incorporates Social Studies and Science standards into the reading instruction through the use of non-fiction leveled readers, library books, and multi-disciplinary materials in small group instruction.

West Hardin's Accelerated Reading program stresses independent reading and rewards students for successful completion of individualized goals they set during conferences with their reading teacher. Each student advances through the program at his own pace.

Kindergarten and first grades use the Reading Readiness Lab as part of their reading program. K-second grades use paraprofessionals to provide intervention for students needing additional reading help. Third grade uses a replacement model with a pull-out reading teacher, and grades four and five offer paraprofessional assistance as well as before- and after-school tutoring for students needing additional help. Second through fifth grades have interactive whiteboards that are used for reading instruction, as well as student computers in every classroom. The use of technology and online resources is stressed in all grades as part of their reading program.

The ThinkLink test, which is given to all grades three times a year, provides teachers with reports of student weaknesses and strengths in order for the teachers to make individual reading assignments in order to help student practice needed skills.

3. Additional Curriculum Area:

West Hardin's mission is to provide a quality instructional program that develops the academic, social, emotional, and physical skills necessary for all students to become productive and independent members of a changing society. West Hardin uses technology to help us accomplish this mission. Classrooms use Promethean Activslate and Activote technology to make instruction interactive. Students are actively engaged in the curriculum being taught, which allows them to claim ownership of the curriculum. Using the Promethean technology, all students can be involved in problem solving activities that help them to develop into productive and independent members of a changing society. Furthermore, since all students can answer at the same time and feedback can be retrieved immediately, teachers are made aware of areas that need more attention sooner, giving them more time to address these areas of weakness.

Another technological tool West Hardin uses to meet the goals set forth in our mission statement is our SuccessMaker Lab. We use SuccessMaker for grades 2-5. This technology helps reinforce and extend state curriculum standards for math, reading, and science. First, the standards are taught in the classroom. Then the students use this computer program to test their knowledge and ability to apply what they have learned. SuccessMaker helps each child gain confidence and feel successful because it allows him to work on his own level and build on what he knows. Based on student performance, the program advances each learner to the

next level. If the program detects that a student is struggling, it will keep her at that level until she shows appropriate progress. This leads to better understanding of the concept, which in turn helps us to produce independent and productive members of society. Similarly, Kindergarten and first grades use our Reading Readiness Lab to reinforce phonics skills being taught in the classroom in order to help them reach the same goals.

4. Instructional Methods:

West Hardin's faculty believes in taking the initiative in our methods of instruction, and we are a leader in the implementation of best practices in Hardin County. We employ a variety of instructional methods, with an emphasis on differentiated instruction, to meet the diverse needs of our students. Our teachers utilize Robert Marzano's nine research-based strategies to increase student achievement in their classrooms. Marcia Tate's twenty instructional strategies that engage the brain are employed in the teachers' planning and instruction. We apply direct instruction through different styles of grouping. We use whole grouping to introduce vocabulary and skills and flexible small groups for reinforcement. These groups are determined by such assessments as DIBELS, ThinkLink, TCAP, as well as those of the classroom teacher. Because the groups are flexible, students can progress from one group to another as needed.

Students receive extra one-on-one instruction through the Title I program. Teachers on all grade levels are also provided with folders containing Tennessee's academic vocabulary for all subject areas. Classroom teachers work closely with our Special Education Department to monitor the needs of our special education students.

Our annual science fair encourages methods of teacher demonstration and student discovery that culminate in hands-on demonstration. The use of manipulatives, Power Point presentations, and music help students learn life skills from mathematics and language arts.

Students who are considered to be at risk are referred to our Student Support Team (S-Team). These students are closely monitored by the S-Team, their teachers, and their parents and receive weekly intervention pre-determined for each nine weeks. If students do not make adequate progress, the S-Team refers them to the Special Education department, where the next steps will be determined.

West Hardin utilizes technology in the form of two computer labs that provide extra instruction in reading, language arts, writing, and science. Students in grades K –1 attend the Reading Readiness Lab, and those in grades 2-5 attend SuccessMaker Lab sessions.

5. Professional Development:

All of West Hardin's teachers are highly qualified; 60% of them have a master's degree. All of our paraprofessionals are highly qualified. A PreK paraprofessional is working toward her Child Development Associates license.

Our teachers have attended several county-sponsored professional development sessions in recent years, including training for the implementation of the Harcourt Reading Series and the Zaner-Bloser Handwriting Program. Training has been provided in the areas of academic vocabulary, small groups and literary work stations, DIBELS, research-based teaching strategies, and integration of Tennessee Curriculum Standards in each of the major subject areas. All of our teachers met with other teachers from their grade levels from across the county to correlate the social studies program materials with the State content standards. In January 2009, our teachers attended a county-wide in-service training session on the new state standards for 2009-2010, giving us the opportunity to plan in advance for the upcoming changes.

All of our teachers have completed an on-line computer course related to assessment and intervention in a comprehensive literacy program and applied the information to their classrooms. On the school level, we have had several sessions centered around books by Robert Marzano and Marcia Tate, which describe a variety of research-based teaching strategies. Furthermore, Marcia Tate conducted a day of instruction in the realm of brain research. Our teachers attended a two-day workshop conducted by Debbie Diller and Associates in the summer of 2008 . This workshop concerned flexible grouping and literacy stations. Teachers from our school have attended TAEYC conferences, West Tennessee Title I conferences, SACS/CASI work sessions, MTSU Math and Science Instruction and Achievement Institutes, sessions dealing with child abuse and diabetes, and Letter People Training Sessions. Our administrator attends various professional development activities including the Tennessee Association for Supervision and Curriculum Development.

Information from these training sessions has improved our instruction. In 2007-2008, our school was recognized as being in the top 20% of schools in the state in TCAP Value-Added scores. We have exceeded the goals we set for the 2008-2009 school year in the number of proficient and advanced students in mathematics and reading. We are working to continue this upward trend in scores.

6. School Leadership:

There is one principal at WHES. However, he understands that he cannot be the sole source of leadership if he wants sustained improvement. Therefore, a guiding coalition of leadership is an integral part of our school culture. The School Leadership Committee, School Enhancement Committee, Pod Leaders, an After-School Program Coordinator, a Curriculum Facilitator, and the principal help form this coalition, all of whom work together to ensure exceptional instruction for our students.

The School Leadership Committee guides the faculty in the formulation and implementation of the School Improvement Plan. The School Enhancement Committee fields general operational concerns and addresses those concerns with the principal.

Pod Leaders are part of the chain of command and critical communications system at our school. The After-School Program coordinator supervises the instructional and enrichment activities of the After School Program. The Curriculum Facilitator provides support in the ongoing development and improvement of the overall instructional program.

With the support of this coalition, the principal manages the organization, operations, and resources for a safe, efficient, and effective learning environment. He administrates with integrity, fairness, and in an ethical manner. He communicates with parents utilizing PTO meetings, newsletters, the school website, and personal contacts. He ensures that the school operates in an orderly and safe manner with appropriate disciplinary procedures. A school rules folder is sent home at the beginning of the year for review by parents and students. Furthermore, a school compact, which clearly states everyone's responsibilities, is signed by the parent, teacher, child, and the principal. The principal works with the district office in implementing high quality professional development for all faculty members. He is a member of Association for Supervision and Curriculum Development. He attends the annual Tennessee Association for Supervision and Curriculum Development Conference in order to stay current with the changing trends in education. He directs the faculty in the incorporation of research-based and brain-compatible teaching strategies. The principal regularly evaluates teachers and looks for the implementation of these strategies in the classroom.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2008 (Published Annually) Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	86	96	94	0
% Advanced	51	43	55	65	0
Number of students tested	37	42	44	34	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	79	94	92	
% Advanced	42	39	53	62	
Number of students tested	26	28	32	26	
2. Racial/Ethnic Group (specify subgroup): Black, not of Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			1	1	
3. (specify subgroup): Hispanic					
% Proficient plus %					
% Advanced					
Number of students tested			1		
4. (specify subgroup): Students with Disabilities					
% Proficient plus %		50			
% Advanced		17			
Number of students tested					

Notes:

The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient

and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area. Also not included in the table was Students with Disabilities which was reported only in 2006 and 2007 with school wide totals only. Some differences in the availability of data are due to changes in the configuration of reports the state sends to its schools.

Subject: Mathematics

Grade: Test: Tennessee Comprehensive Assessment
3 Program (TCAP)

Edition/Publication Year: 2008 (Published
Annually)

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	86	96	94	0
% Advanced	51	43	55	65	0
Number of students tested	37	42	44	34	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	79	94	92	
% Advanced	42	39	53	62	
Number of students tested	26	28	32	26	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2008 (Published Annually)

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	95	94	88	3
% Advanced	49	33	39	38	0
Number of students tested	37	42	44	34	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	96	93	91	85	
% Advanced	35	21	28	35	
Number of students tested	26	28	32	26	
2. Racial/Ethnic Group (specify subgroup): Black, not of Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
% Proficient plus %					
% Advanced					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% Proficient plus %					
% Advanced					
Number of students tested					

Notes:

The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area. Also not included in the

table was Students with Disabilities which was reported only in 2006 and 2007 with school wide totals only. Some differences in the availability of data are due to changes in the configuration of reports the state sends to its schools.

Subject: Mathematics

Grade: 4

Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2008 (Published Annually)

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	87	98	94	75	9
% Advanced	19	40	33	16	3
Number of students tested	37	43	36	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	81	97	93	76	
% Advanced	15	43	27	14	
Number of students tested	27	30	30	29	
2. Racial/Ethnic Group (specify subgroup): Black, not of Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus %					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area. Also not included in the

table was Students with Disabilities which was reported only in 2006 and 2007 with school wide totals only. Some differences in the availability of data are due to changes in the configuration of reports the state sends to its schools.

Subject: Reading

Grade: 4

Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2008 (Published Annually)

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	87	98	92	81	15
% Advanced	49	56	42	16	0
Number of students tested	37	43	36	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	85	97	90	83	
% Advanced	44	53	40	7	
Number of students tested	27	30	30	29	
2. Racial/Ethnic Group (specify subgroup): Black, not of Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus %					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area. Also not included in the

table was Students with Disabilities which was reported only in 2006 and 2007 with school wide totals only. Some differences in the availability of data are due to changes in the configuration of reports the state sends to its schools.

Subject: Mathematics

Grade: 5

Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2008 (Published Annually)

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	97	93	93	97	36
% Advanced	64	60	40	58	9
Number of students tested	42	30	40	36	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	97	90	94	100	
% Advanced	63	57	38	57	
Number of students tested	32	21	32	23	
2. Racial/Ethnic Group (specify subgroup): Black, not of Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
% Proficient plus %					
% Advanced					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area. Also not included in the

table was Students with Disabilities which was reported only in 2006 and 2007 with school wide totals only. Some differences in the availability of data are due to changes in the configuration of reports the state sends to its schools.

Subject: Reading

Grade: 5

Test: Tennessee Comprehensive Assessment Program (TCAP)

Edition/Publication Year: 2008 (Published Annually)

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	94	80	92	36
% Advanced	64	47	35	39	9
Number of students tested	42	30	40	36	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	90	78	96	
% Advanced	63	43	31	35	
Number of students tested	32	21	32	23	
2. Racial/Ethnic Group (specify subgroup): Black, not of Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
% Proficient plus %					
% Advanced					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% Proficient plus %					
% Advanced					
Number of students tested					

Notes:

The Tennessee State Department of Education does not mandate testing for students in Pre-Kindergarten through second grade; therefore, test scores for those grades have not been documented. In 2005 – 2008, the TCAP test results were solely based on a criterion-referenced assessment, but in 2004, the TerraNova TCAP test was a combination of criterion-referenced and norm-referenced. Therefore, the percentages of Proficient and Advanced in 2004 are difficult to compare to the other four years due to the differences in testing and reporting. Proficiency rates for Economically Disadvantaged at each grade level were not made available to the school leadership in 2004; therefore, no figures are noted in the table in this area. Also not included in the

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